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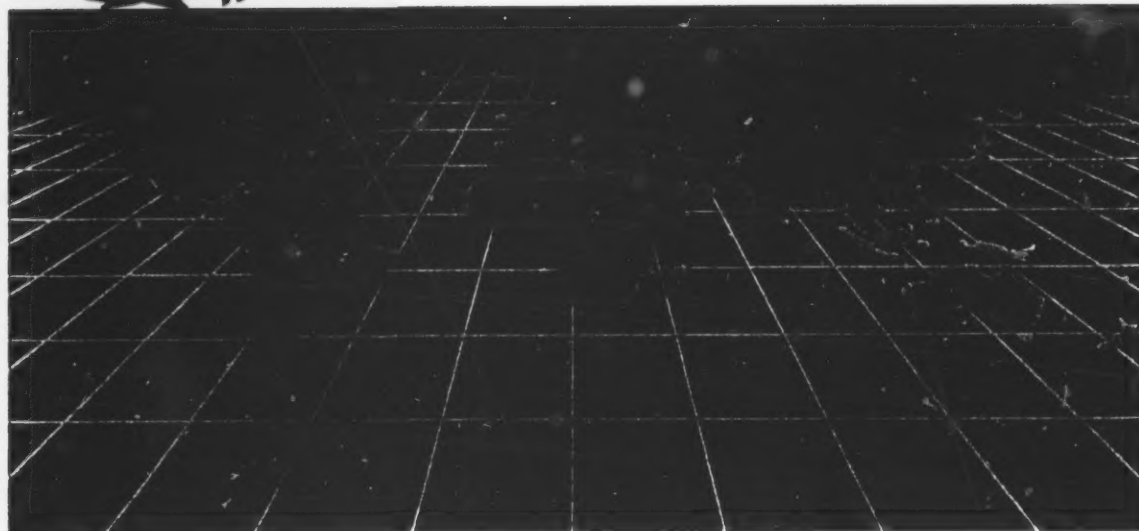
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ABSTRACT

Focusing on the role that community colleges have played in promoting international/intercultural education (IIE), this six-part report examines key concepts, issues, and programs related to IIE. First, "International Education: Challenges and Responses" reviews efforts by the American Association of Community and Junior Colleges (AACJC) and the Association of Community College Trustees to promote an international/intercultural dimension. Next, "Relationship of International and Intercultural Education," examines the effects of ethnic diversity within community colleges, and within the United States, citing changing perceptions of ethnic heritage, and growing support for multi-ethnic education. Next, "The International/Intercultural Dimension" focuses on the implications of the IIE movement for general education, offers suggestions for trustees and administrators concerning IIE implementation, and discusses the institutionalization of new curricula. In "Progress: By Colleges and Consortia," specific efforts and organizations committed to fostering IIE in two-year colleges are reviewed, highlighting relevant AACJC-Kellogg Beacon College Projects; the Asian Studies Institute at the East-West Center, in Honolulu; international trade, specialized study, and study abroad programs at Brevard Community College, in Florida; the American Council on International/Intercultural Education; state consortia; and Community Colleges for International Development, in Florida. Following a summary entitled "Looking Back, Looking Forward," a final chapter entitled "Becoming and Keeping Informed: Basic Sources and Resources," lists over 40 organizations and multi-media resources for IIE. Contains 80 endnotes. (PAA)



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Maxwell C. King
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**Association of Community College Trustees
Community Colleges for International Development, Inc.**

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INTEGRATING THE INTERNATIONAL/INTERCULTURAL DIMENSION IN THE COMMUNITY COLLEGE

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FOREWORD

"We are citizens of the world; and the tragedy of our times is that we do not know this."

That thought, so apt for these times, was expressed by Woodrow Wilson more than 70 years ago. At a time when isolationism seems rampant again in our nation, it might appear that we have learned little about global interdependency. Is there hope that we can re-learn the lessons of history; that we can learn the new lessons brought by a world made small through the burgeoning technologies of communications and computers in this "information age"?

The authors of *Integrating the International/Intercultural Dimension in the Community College* believe there is hope, and that it lies in education. Despite all we read and hear about a new isolationism in the United States, much is being done to combat such a blind view of the world, and much of that is being done in community colleges.

Our first view of this monograph came just before we attended the 1992 Annual Conference of the American Council on International/Intercultural Education. Attending such a meeting is a wonderful way to gain an understanding of the great number of international education programs now underway in U.S. community colleges. There are several community college consortia dealing with international education, each with a somewhat different approach to the exchange of learning among nations. Together they are rich in experiences offered, in the variety of programs of interest, and information available to all segments of community college education.

One of the oldest of these needs special mention: Community Colleges for International Development, Inc. (CCID). This consortium started with six members in 1976 and now has a membership of 52 U.S. and Canadian colleges. ACCT is pleased to have worked with CCID in producing this monograph, and through the cooperation of that organization we are able to provide each ACCT member district with one complimentary copy.

The calls for leadership by community college trustees are many, and seem to increase constantly in scope and intensity. Why add leadership in international education? You will find answers in reading this monograph. Space in a brief foreword does not allow adding many answers of our own, but we suggest that the most important is found in the responsibilities trustees have to their communities.

As different as our communities are, one common denominator is growing at a rate nobody could have foreseen a decade ago—our global interdependency. Whatever the ethnic mix, whatever kind of businesses served, whatever the political climate found in your community, all are affected more and more by peoples and resources outside the borders of our country. Trustees need to be assured that students leaving their colleges take with them a firm sense of global awareness, and the tools needed to bring international skills to their careers.

We heartily recommend that everyone who cares about community colleges read this monograph, both for the inspiration and the references it provides to help accomplish that goal.

Beatrice E. Doser
President, ACCT

Vaughn A. Sherman
First Vice-President, ACCT

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INTERNATIONAL EDUCATION: CHALLENGES AND RESPONSES

Before the early 1980s, few leaders in community colleges (including technical and junior colleges) believed that international education should be a significant part of our curriculum and services. Today, that perspective has shifted positively for most of our trustees, administrators, faculty, and communities. This strong, widespread commitment to international education was motivated mainly by changes in the world, especially those that directly affected local communities and the U.S. economy.

Foreign-student enrollments in community colleges, for example, increased substantially and proportionally within higher education during the past decade. For 1990-91, the total number in U.S. colleges and universities is reported as 407,500—an increase of 5.3 percent from the previous year.¹ During the past 30 years, the total number has increased eightfold from an initial 53,000. Of the current enrollments, about 55 percent are in undergraduate programs; a fourth of these, about 60,000, are in community colleges. Many factors contribute to this growth in community college enrollments: lower tuition fees, less stringent admission requirements, wider geographic availability, smaller class size, and more individualized instruction and counseling. Because few community colleges have on-campus housing, foreign students live in and participate in the life of the host community. Foreign students like the education they receive in community colleges and recommend them to their peers.

These enrollments enrich our institutions educationally and improve our local and national economies. "The U.S. higher-education system continues to perform well as an export," said the president of the Institute of International Education, "exposing our students to different cultures and establishing international links among future business leaders of the U.S. and their counterparts."² In contrast, the number of U.S. students enrolled abroad is about 70,000—three-fourths in Europe, whereas about 56 percent of foreign students in the U.S. come from Asia.

Also during the past decade, increased interest from abroad in community colleges has hastened the international involvement of our institutions. Earlier, our

colleges were neither well known nor much respected in other countries. Now delegations of foreign government officials and educators come frequently to our colleges to learn more about our programs—especially about how we train and educate workers for technology-related occupations. These visitors are also interested in how we use community resources in cooperative educational efforts.

As a result of these campus and community visits, some of our colleges entered into bilateral agreements to provide foreign technical assistance programs. At first, these arrangements were considered mainly as a service to the host countries and institutions, financed exclusively from funds provided by them. As the agreements were implemented, our colleges and local communities began to appreciate the benefits we were receiving—especially in faculty development and in helping the United States compete in the world economy.

This involvement of community colleges internationally comes at a time when many of our communities are also attracting increasing numbers of immigrants, foreign tourists, and multinational corporations. Also increasingly, local businesses are operating and exporting in a global market. Moreover, the U.S. economy has become much more internationalized. For example, the Bureau of the Census reported that U.S. direct investments abroad totaled \$326.9 billion in 1988—an increase from \$75.5 billion in 1970. During the same period, foreign direct investment in the U.S. rose from \$13.3 billion to \$328.9 billion. In the same 30 years, exports increased in value from \$42 billion to \$308 billion while imports increased from \$40 billion to \$440.9 billion.³

Tourism is now the largest U.S. export because foreign visitors annually spend about \$53 billion, creating a trade surplus of \$5 billion over what Americans spend abroad. It is estimated that a record 44 million foreign travelers will visit the U.S. in 1992.⁴ International commerce is increasingly vital to American prosperity. For each job created by exports, about two more are indirectly supported by exports. Last year, the U.S. was "the world's largest exporter, selling a record \$422 billion worth of goods and \$145 billion in services abroad.

Each billion dollars of exported merchandise generates 20,000 jobs, and fully one-third of the country's economic growth in the past five years has flowed from the surge in foreign sales. For example, more than \$20 billion in

revenues made by U.S. airplane manufacturers comes from sales abroad, money that then finds its way into the cash registers of grocery and shoe stores and insurance agencies in the communities where the workers live. Corn growers bring more than \$6 billion of cash into the country, scientific-instrument makers more than \$12 billion.⁵

The federal government has recognized the relationship between international education and economics by providing many specific grants to help our colleges and universities. Most recently, Congress passed the National Security Education Act of 1991. It provides \$150 million to increase the opportunities for undergraduates to study abroad and supports the training of more specialists in language and area studies. The author of the Act stated, "We can no longer define our national security in military terms alone. Our ignorance of world cultures and languages represent a threat to our ability to remain a world leader."⁶

The Act was "praised by higher-education leaders as an important response to a changing world" and was especially welcomed by a college president who said:

The most important aspect was its support for undergraduate students abroad. Fewer than 1 percent of U.S. undergraduates study in foreign countries. Now not only could more go but also studying abroad will no longer be the preserve of people who can afford it. Staggeringly low numbers of minorities have participated in study-abroad programs and this is going to change that.⁷

Changes in our world, nation, and local communities are reflected and absorbed in our community colleges. They are constantly and quickly evolving—more so than any other American educational institutions. Our colleges were purposely created in response to new conditions and are themselves expected to be responsive; they are also expected to initiate and lead.

Community colleges have a special responsibility to provide leadership for and implementation of international education because our more than 1,200 institutions affect greater numbers of Americans than any other part of the U.S. postsecondary educational system: We enroll annually more than six million students in credit courses, and an additional four million in noncredit, continuing education programs. About 43 percent of our nation's undergraduates and about 51 percent of all first-time entering, first-year students are enrolled in community colleges.⁸

The changes in our institutions are directly related to changes in our environment—real and perceived. By definition and desire, the community college was designed, in the words of President Truman's Commission on Higher Education, "to serve chiefly local community education needs. . . . Its dominant feature is its intimate relations to the life of the community it serves."⁹ The name "community college" was recommended by the commission as a more appropriate name than the then currently used "junior college." The report of that commission, in 1947, also included the expressed hope that these new community colleges would include attention to "the adequacy of curricula, particularly in the fields of international affairs and social understanding."¹⁰

The Commission's definition is still relevant; community colleges "should serve chiefly local community education needs," but the definition of "community" must be extended to include the state, nation, and world community. This broadening has already occurred in the world where the boundaries of these subdivisions have been transcended by political events, economics, ecology, and technology. We live increasingly in a global environment: in the products and services we exchange, the energy and clean air upon which we depend, and the very survival and well-being of our local community within a larger community. An international dimension in the community college is no longer optional; it must be an integral part of what we are.

This recognition started as early as 1978, when the U.S. Commissioner of Education called on our colleges to "lead the way in rebuilding our commitment to international education . . . our community colleges can and must take the initiative on this crucial agenda."¹¹ A year later, President Carter's Commission on Foreign Languages and International Studies delineated the unique contribution community colleges can make:

Our community colleges—which constitute a widely dispersed network committed to accessibility and community education, and whose students reflect the social, economic, ethnic, and occupational diversity of American society—should have a central role in the Commission's charge to recommend ways to extend the knowledge of our citizens to the broadest population base possible. . . . The Commission also urges that community colleges themselves enlarge their international commitment and engage in the staff development necessary to strengthen their contribution to foreign language and area studies.¹²

Positive responses from community college leaders have been strong and steady. Leadership has evolved from the American Association of Community and Junior Colleges (AACJC), the Association of Community College Trustees (ACCT), consortia of community colleges, and individual colleges and educators.

Edmund J. Gleazer, Jr., president of AACJC from 1958 to 1981 and a member of President Carter's Commission, initiated and supported community college involvement in international programs and services. In 1978, he wrote: "If people in this nation are confronted with issues that transcend international boundaries and if education has responsibilities in qualifying them to deal with these issues, then the community colleges, beyond any other postsecondary institutions, require an international dimension."¹³

Dale Parnell, AACJC president from 1981-1991, continued AACJC's commitment to international education. In 1982, its board of directors noted that "the interdependence of the peoples and nations of the world is an expanding dimension of twentieth-century life" and that "education for international/intercultural understanding has thus become imperative for Americans."¹⁴ The board urged that community colleges establish clear institutional goals and policies that implement an international dimension.

In 1988, AACJC reaffirmed that international education is a proper and appropriate concern for community colleges; its *Public Policy Agenda* "Mission Statement" included, for the first time, the commitment to help member colleges "more effectively meet the economic and cultural needs of the nation in an increasingly international environment" and help "focus on the emerging concept of global citizenship."¹⁵ This AACJC commitment has continued; in 1991, its *Agenda* asserted: "As global communication and exchange increases and former cold war adversaries meet in new and rediscovered friendships, it is an important part of every college's mission to foster and nourish international and intercultural diversity."¹⁶

Most recently, the new president of AACJC, David Pierce, also added his endorsement of the Association's commitment to international education. In an interview in response to the question of "new spheres of emphasis" for AACJC, Pierce said that he "anticipates expanding the Association's activities in international

education and developing its satellite broadcasting network" and that "the Association will continue to celebrate and encourage diversity since our student population should reflect the growing diversity of our communities. . . . Expansion of the Association's international education efforts will increase understanding of the world's cultures and peoples."¹⁷ Also, Pierce welcomed the new National Security Education Act and said that the funding would help our colleges where "international programs have gained in popularity despite the tough financial situation facing many campuses. . . . Although the threat of world war is declining, the world is not without problems. Education can and must play a major role in alleviating those problems, and two-year colleges stand ready to work."¹⁸

A parallel commitment has come from the Association of Community College Trustees (ACCT). The initiative for this monograph, for example, came from Ray Taylor, ACCT's executive director, who provides continuing leadership which will "emphasize the role of trustees in international education."¹⁹

Recent evidence of ACCT's endorsement is represented by its 1991 annual convention which featured a half-day Academy, "Today's Imperative: International Education." Trustees and community college presidents discussed "policy issues, public support, and financial considerations for expanding opportunities."²⁰

At the convention, ACCT's incoming president, Beatrice Doser, issued a "challenge to you as trustees to find ways to impart knowledge and build communities . . . "

First, in the international sector, victories can be measured in terms of increased understanding, friendship, language skills, knowledge of geography and history, and ultimately in terms of increasing trade, promoting peace, and learning to value an individual without regard to race, creed, or national origin. Strategies could include exchanging faculty and students, sponsoring programs abroad, providing lecture series, globalizing curricula, posting large maps in prominent areas of the campus, utilizing the talents of many fine immigrants and visitors, or promoting ethnic festivals or art and musical events with an international flavor. I am sure you can come up with other ideas more fitting to your community. Your allies in these efforts could be businesses, industries, foundations, clubs, or individuals willing to invest in such endeavors. Networking with other colleges or universities or consortia

may allow access to programs which you might not be able to afford individually.

Also in the international area, I challenge you to find ways to share community college concepts with foreign governments, educational ministries, colleges, universities, and technical schools. The community college concept of working with business and industry to train and retrain workers, the concept of empowering individuals at all levels, and the concept of local governing boards with the unique ability to react and respond in a timely manner to changing community needs are ideas that should not be kept secret.²¹

In early 1991, ACCT joined with AACJC in a position statement on the reauthorization of the Higher Education Act. In a section titled "International Education," the two organizations urged Congress to expand federal assistance in international education to undergraduate studies equal at least to support of graduate studies, thereby correcting the imbalance "far out of proportion to community college potential for advancing language studies and international education." The joint recommendation concluded:

Language barriers have become a formidable handicap to Americans and American interests both domestically and globally. Because community colleges are the doorway to higher learning for the majority of women and minorities, as well as immigrants and first generation citizens, and to cross-cultural understanding for enormously diverse adult student populations, the faculty of community colleges need much greater access to study abroad and to the international resource centers at domestic universities and the area resource centers abroad. In contrast to the graduate students who use such centers primarily for research, community college faculty would use them for international enrichment.²²

Other examples of ACCT encouragement and support are numerous. For example, in an article, "ACCT in the Year 2000 and Beyond," in the *Trustee Quarterly*, ACCT president Nancy R. Rosasco says that "international education represents an important growth area for community colleges, and a basis for it already is in place at many schools in this country."²³ In the succeeding paragraph, Lois Carson, trustee of San Bernardino Community College District, expressed the belief that ACCT should play a major role in facilitating the growth of two-year colleges in other countries:

Community colleges can only flourish in a democratic environment, and those setting policy need some kind of mechanism for guidance in areas such as

staffing and curriculum. I see ACCT working with other countries in setting up local boards—under the umbrella of ACCT and in collaboration with AACJC—for two-year institutions that prepare people for the work force.²⁴

Increasing numbers of community college leaders now favor including an international/intercultural dimension in our institutions. In 1990, for example, David Ponitz, AACJC's board chair and president of Sinclair Community College, in an *AACJC Journal* essay "A Hard Look at International Education," wrote: "A decade ago, this president had real questions about involvement in international education. . . . We pondered, read the literature, and spent considerable time talking with forward-thinking, pragmatic individuals. . . . The facts seem clear—every community college irrespective of size should recognize that international education does have a place in the curriculum. The question is—how does a college get started?"

A CALL TO ACTION

- American involvement with the whole world suggests that each community college analyze how it can address these new needs.
- Economic forces further suggest international education is not only an exciting opportunity, but an economic necessity to help our communities stay competitive.
- Faculty, staff, president, and board involvement are critical to the creation of a viable international program that meets the education and training needs of our respective communities.²⁵

The following year, Ponitz's successor as AACJC board chair, John Keyser, president of Clackamas Community College, in an essay, "Planetary Birth Experience," wrote: "As we shift our perspectives from local to global, our options and opportunities become infinite. Our challenge as local leaders will be to seize those that make the most sense for our communities. Our challenge as world leaders will be to help facilitate progress at the local level."²⁶

Also, in 1991, Keyser reported his interview of Neil Goldschmidt, governor of Oregon from 1987-1991, and the following is an excerpt:

Keyser: Why should community colleges be interested in the international arena? Given the mandate of community colleges to serve local constituencies, how can community college leaders build the political support needed to establish and fund international education programs?

Goldschmidt: First of all, it is important not to develop a we/they sense of the relationship between American students and a global community. The

international arena is no longer something "out there" to be responded to by people "over here." Community colleges are an excellent reflection of the local communities they serve. They are in a unique position to help break down the temptation to think and act provincially so we can all acknowledge and respect the reality of a global community. Perhaps more than any other segment of our education system, community colleges are ideally situated to think globally and act locally.

Community colleges can and do serve as a forum for community discussions of the implications of our shrinking world. We are, indeed, a global village. Community colleges are conveniently located and appropriately staffed to facilitate community discussions, to support community organizations with expertise, to sponsor and organize a variety of short courses, and to form partnerships with a variety of groups that share an interest in the international dimensions of our world.²⁷

Additional affirmation and endorsement comes from Joyce S. Tsunoda, chancellor of the Hawaii Community College system: "International education is not a luxury; it is a necessity. The more than 1,200 community, technical, and junior colleges in the United States have an urgent obligation to broaden the geographical and cultural perspectives of their fundamental clientele—grass-roots America: young adults, single parents and homemakers, career changers, pre-professionals and paraprofessionals, technicians, and the front-line workers in our businesses and industries whom community colleges train to 'keep America working.'"²⁸

Some community college leaders, while agreeing generally on the value of international education, urge caution on particular aspects. For example, Richard J. Ernst, president of Northern Virginia Community College, in an article, "Knowing When to Just Say No," says: "An increasing number of community colleges are also venturing into a variety of international education programs. There should undoubtedly be strong community support for internationalizing the curriculum at the community college. Certainly students need a global perspective in order to function effectively in today's world.

Legitimate questions, however, are being raised concerning entrepreneurial ventures into international education. Is it appropriate, for example, for a local community college to open an off-campus center in London, Paris, or Tokyo when such centers would undoubtedly require some local and/or state funding? Is it appropriate to contract to provide educational services for foreign countries when such programs would undoubtedly qualify for some direct, or at least indirect, funding support by the local and state taxpayers?

In such cases, the community, through its elected officials and representatives on the institution's board, may say, "No."²⁹

A significant endorsement for international education comes from the Commission on the Future of Community Colleges, which was created in 1986 by AACJC to "take stock of the community college movement and develop recommendations to help these colleges move into the twenty-first century with wisdom and vitality."³⁰ The commission, consisting of 19 community college and other educational leaders, reported its findings and suggestions in 1988. In a section titled "Community: A Perspective That Is Global," the commission "concludes that community colleges have an urgent obligation to keep students informed about peoples and cultures other than their own, and that the building of partnerships must be not only local and national, but global too. In the century ahead, parochialism is not an option."³¹

RELATIONSHIP OF INTERNATIONAL AND INTERCULTURAL EDUCATION

The international dimension in the community college is significantly and integrally related to ethnicity both in numbers and in effect. Regarding numbers, minorities represent about 22 percent of all students enrolled in our colleges. Of this total, about 10 percent are African American, 7 percent are Hispanic, 4 percent are Asian American, and 1 percent are Native American.

Regarding higher education as a whole, minorities are more likely to attend our colleges: about 57 percent of enrolled Native Americans, 55 percent of Hispanics, 43 percent of African Americans, and 41 percent of Asian Americans. Moreover, minorities are expected to grow as a percentage of the total population. Of white students in U.S. higher education, about 36 percent are enrolled in community colleges and account for about 78 percent of our student total.³²

AACJC, in its 1991 *Public Policy Agenda* "Mission Statement," gives first priority to a "Minority Education Initiative":

Minority individuals, especially traditionally under-represented racial minorities, are either not entering or not completing programs of higher education consistent with demographic changes. More minorities must be encouraged to enter the education field as faculty and staff to have a positive impact on the expectations and achievement of minority students. To help colleges solve this dilemma, AACJC will initiate a Minority Education Initiative. AACJC will assist colleges with the adoption of aggressive policies and practices to improve the recruitment, retention, and success of students, helping to guide minority students through a successful college experience. This Initiative will include a special emphasis to encourage minorities to enter the education field as administrators and faculty.³³

In a farewell address as AACJC president, Dale Parnell urged college leaders to "celebrate the joy of service, the joy of hope, and the joy of diversity. . . . Now is the time to stress cultural diversity as a strength rather than just another problem, and fully develop our culturally different human resources to strengthen the competitiveness of our work force. We are tied to democratic principles as a collective people; we do not march to the beat of a single drummer or a single thought from a single mind,

but by building strength out of diversity, we 'walk the talk' of our democratic principles."³⁴

ACCT, in its spring 1991 *Trustee Quarterly*, asserts that "diversity will continue to be a major issue in the 1990s and beyond." Lois Carson says, "I want to see ACCT jump out front on this issue, to come up with policy guidelines and follow up with directives for membership institutions—to make sure it impacts entire institutions, including trustees, faculty, administration, students, and curriculum." Janice Stanton, trustee of Galveston Community College, says, "ACCT can play a key role in sharing successful programs on how to recruit and retain minority students, faculty, and administrators."³⁵

ACCT also, in its booklet "Trustee Leadership for Institutional Excellence," endorsed the recommendation of the Futures Commission to "increase the percentages of faculty members who are Black, Hispanic and Asian by identifying future teachers from among minority students in high schools and community colleges; and making graduate fellowships available to minority students who plan to teach in community colleges."³⁶

In recognition of the importance of achieving diversity throughout the community college, ACCT instituted the "Charles Kennedy Equity Award" in 1991. The award recognizes exemplary commitment by a community, technical, or junior college governing board and its chief executive officer to achieve equity in the college's programs and services and in the administration and delivery of those programs and services.

The criteria ask for "demonstrable evidence of board and chief executive officer leadership in setting policies and in assuring results for the enhancement and expansion of opportunities for minorities and women in such areas as: enrollment; successful completion; participation in better paying, high mobility college majors; campus environment; employment and promotion; involvement of college in minority community; representation on board of trustees, committees, and advisory groups to the college; and contracting and vendor participation with the college." The first competition ended in a tie, with the 1991 award going to both Alvin Community College in Texas and Brevard Community College in Florida.

Diversity Within Unity

In its effect, international/intercultural education is also significantly and integrally related to ethnicity in the United States, where 99 percent of us are descendants of immigrants who came here within the past 400 years from over 100 different countries. Writing in 1855, Walt Whitman celebrated the United States as "not merely a nation but a teeming nation of nations."

The U.S. Census Bureau uses the nation of origin as its way of identifying a person's ethnic group. The most recent census statistics show that out of a total population of about 250 million, English and German ethnic groups number about 50 million each. Other groups with more than 10 million are: Irish, 40 million; African American, 30 million; French, 13 million; Italian, 12 million; and Scottish, 10 million. Those who identified themselves as American Indians number 1.4 million, and the Hispanic group (mainly from Mexico, the Caribbean area, and Central America) number about 18 million. The fastest growing immigrant group is from Asia; in 1980 the number was about four million, having increased in the previous decade by 150 percent. Estimates for 1990 indicate that Asian Americans now include about 1.25 million each for Chinese and Filipinos; about 800,000 each for Japanese, Vietnamese, and Koreans; and about 700,000 for Asian Indians and others including Cambodians, Laotians, and Pacific Islanders.³⁷

What we learn about cultures abroad can be applied to learning about Americans of foreign ancestry. When we begin to comprehend and appreciate differences among global cultures, we are also preparing ourselves to consider positively the ethnic variations that exist within our country. There is, for example, a connection between a person's feelings towards particular Islamic, African, and Asian civilizations and immigrants from countries such as Iran, Ethiopia, and India. Because most Americans perceive themselves as superior to all but a few global societies, this majority has also felt superior to ethnic representatives within the U.S. who came from cultures considered outside the mainstream of American life. These groups are often described as being "culturally disadvantaged" in the same sense that many cultures outside of the U.S. are often considered "backward" or "primitive."

As educators, our concern with ethnic education must increasingly be considered in a global context. One of our problems has been our perception of American ethnic groups as a "problem." We have failed to appreciate—literally, "to add value to"—the enrichment and stimulation that ethnic differences have contributed to an Americanized culture. Until the twentieth century, says historian John Hope Franklin, "American standards of ethnicity accepted Anglo-Saxons as the norm, placed other whites on what may be called 'ethnic probation,' and excluded from serious consideration the Negroes, Japanese, and Chinese."³⁸

Changing Perceptions of our Ethnic Heritage

A shift is now occurring with reference to multicultural studies in American education. When the first U.S. public schools were established in the 1830s, their major goal was to help create students who were loyal Americans with a single standard of behavior. This Americanization process—a "melting pot" where many ethnic ingredients would be blended to produce one nationality—was considered necessary for a nation of immigrants. From the start, the English language and Western European culture were the major ingredients of the melting pot; minority ethnic groups added seasoning but were to be absorbed.

Now there is growing support for multi-ethnic education in our schools. More Americans believe that we should include greater respect for differences in racial, religious, and ethnic heritage. We are trying to create and sustain a nation that recognizes more truly our special nature as a land of immigrant ancestry.

Helpful thoughts and suggestions concerning ethnicity come from Donald G. Phelps, chancellor of the Los Angeles Community College District, in his article "Access, Equity, and Opportunity":

Our new students include older adults, women, individuals whose native language is not English, individuals who, as minorities, have experienced *de jure* and *de facto* segregation in school and other societal institutions, and individuals who have not experienced the security and warmth of family life and may know only a world of hostility and perceived injustice. Can we possibly believe that if we continue to do business in the same old ways that our colleges will continue to flourish and the communities that we serve will remain safe, healthy, secure havens in which to live? I think not.

If our faculties, administrators, and staffs remain virtually all White Anglo while our student bodies continue to become more ethnically diverse, can we still claim that our institutions of higher education truly reflect the changes in American society? Again, I think not.

This nation's strength is founded on two worthy ideals—its freedom for all and the diversity of its people. . . .

What then needs to be done if such grand utterances are to become more than shallow words? It is my firm conviction that leadership and courage must come from the top—governors, state legislators, boards of trustees, presidents, and chancellors will have to begin putting muscle where their luncheon and after-dinner speeches have been for the past 40 years. . . .³⁹

The Futures Commission calls for excellence in instruction "which is central" and beyond that "the recruitment of new faculty must focus on diversity." Its report notes that "more than half the faculty are male, about 90 percent are white, less than 5 percent are black, and even fewer are Hispanic." Its report continues: "At a time when the student body increasingly is female and black or Hispanic, community colleges can no longer live with the current arrangement. Students in such a setting, both minority and nonminority, do not have representative models or mentors."⁴⁰

Specific recommendations for "successful minority hiring and retention" come from the Austin Community College District where significantly the first of "ten steps" starts with the board of trustees: "The board must endorse the concept of affirmative action, pass a meaningful affirmative action policy, and then provide the necessary budgetary support to allow implementation."⁴¹

The authors of *Underrepresentation and the Question of Diversity: Women and Minorities in the Community College* "examine," in their words, "the promise and problems community colleges face in the struggle to create a society where women and minorities are more equally represented in leadership positions." They suggest that, "by valuing diversity, pluralism, and multiculturalism, community colleges will take a leadership role in higher education and will develop commitments to:

- Recognize the value of diversity that promotes broad, multiple views
- Represent and utilize women and members of racial-ethnic minorities in positions of leadership equivalent to their representation in the population

- Develop strategies and procedures that achieve full participation and full representation of women and minorities in community colleges as students, teachers, and administrators
- Acknowledge individual differences around campus culture and climate, and create a system for dispute and grievance resolution
- Designate and develop curricula that acknowledge and reward diversity in individuals, groups, and cultures
- Begin with the here and now, and with the acceptance that success and quality are achievable goals⁴²

In the same book, Jerry Sue Owens, president of Cuyahoga Community College, writes: "The value of cultural diversity and the tremendous contribution that can be made by different perspectives are the major themes that should be stressed throughout the community college movement; it is not sameness that defines us, but cultural diversity. The more we value differences, and the more we understand diversity, the greater our cohesiveness and strength as a college, a community, and a nation."⁴³

THE INTERNATIONAL/INTERCULTURAL DIMENSION: IMPLICATIONS AND IMPLEMENTATIONS

In responding to the demands and needs of our rapidly changing communities—local, national, and global—we suggest that our institutional and instructional understanding of international/intercultural should be as a "dimension" rather than as separate courses, programs, and projects. We need to create a holistic, trans-cultural environment, not just an internationalized curriculum. We need to create a dimension which will help us transcend our culture-conditioned, ethnocentric perceptions, perspectives, feelings, and behavior.

Specific Implications for General Education

When initiating, organizing, and implementing an international/intercultural dimension in a community college, those responsible for leadership should give conscientious attention to the central importance of general education. While it is true that U. S. political and economic interests are advanced by the study of international subjects and foreign languages, we as educators must also help our students achieve the personal as well as occupational benefits that come from multicultural education and experiences. These kinds of opportunities should be an integral part of a general-education curriculum that serves all students regardless of their particular academic programs.

In this approach to general education, the subject of the course is not only the content; it is also concerned with the student's development and the process of learning. The three components are integral: the student/process/content is the subject. This kind of education will stimulate responses of "I never thought of that" and "I never appreciated that," as well as the usual "I never knew that." The tendency in the American curriculum has been to place emphasis on content rather than concepts. We still talk of students "taking" certain subjects and "passing" certain subjects and "majoring in" certain subjects. The curriculum is still mainly divided into subject-matter units. Even if this organizational plan is retained, we can introduce

a process approach to cultural studies if the teacher and student understand what they hope to achieve in learning from, as well as about, other cultures.⁴⁴

In its largest and most significant sense, the international/intercultural dimension involves learning not only about others but also about ourselves: how and why we are alike, how and why we are different, how we became the way we are, and what we can become.⁴⁵ We must curricularize the international/intercultural not only to increase our knowledge but also to increase our wisdom and affinity with humanity.

General education increasingly will have to include an awareness that one's behavior is personal rather than universal and that the process of learning is essential as well as mastery of content. General education must be increasingly concerned with the affective as well as the cognitive. Content-centered learning has relied heavily on accuracy and literalness; it increases knowledge of many things but not often at the feeling level, the level that excites one and makes one care. Learning should not, of course, minimize cognitive understanding, but it can and should communicate on levels other than the strictly intellectual.

The report of the Futures Commission concludes that "strengthening general education is one of the most urgent obligations community colleges confront." It recommends that "all students should learn about the human heritage and the interdependent world in which they live," and urges that "the core curriculum contain an international perspective, including the study of nonwestern cultures."⁴⁶

The commission said that its research revealed a "problem that should be seriously acknowledged:

While preparing this report we were forced to conclude that Americans remain shockingly ignorant about the heritage of other nations. . . . While some students have a global perspective, the majority, although vaguely concerned, are inadequately informed about the interdependent world in which they live. They lack historical understanding and have little knowledge of significant social trends that will consequently shape their lives.

The community college experience must help students see beyond the boundaries of their own narrow interests. Students living in the twenty-first century will confront daily the reality of an interdependent world. Therefore, we strongly urge that the general education sequence provide students with an understanding of cultures other than our own.⁴⁷

The specific implications for general education are clear. An individualized, cultural-transcending perspective can result from adding cultural dimensions to existing and new courses. In a course in cosmetology, for example, it will be stimulating and insightful to consider, even briefly, the "nature" of beauty. It should not take long to discover many of the ways in which one's own cultural values serve more as censors than sensors. Each culture tends to insist that its own code of behavior is not only appropriate locally but is also "natural." Interestingly and significantly, people from other countries who become U.S. citizens must pass successfully through a process called "naturalization."

We now have the opportunity and necessity to become our own teachers in a world where an educated self will continue the process of self-educating. The discovery of others is also the discovery of self; without the combination, training is possible but not education. Learning about and from other peoples and cultures will result not only in our increased knowledge and understanding of them, but also in contrasting perspectives of ourselves. We can be helped to develop desirable capabilities of empathy, humility, respect, appreciation, gratitude, humor, and an overall sense of what it is to be human.

Challenged and confronted now by the certainty that people will live increasingly in cultures that are less and less extensions of their pasts, we now have the opportunity and the need to be culture-creators as well as culture-inheritors. International/intercultural education can help us transcend our cultural conditioning by enabling us to encounter culturally different minds. In the process, each mind is reminded that its viewpoints are mainly cultural rather than natural. Besides gaining knowledge of others, we also gain insights into what has become our "second nature." In a sense, cultural studies can be a kind of cultural psychoanalysis, where unconscious group mores and folkways are made conscious. We will need this heightened awareness because, increasingly, we will need to become more self-directing.

To initiate and sustain an international/intercultural dimension, there must be an integral involvement of the college's trustees, administration, faculty, and

community. Action and achievements will follow. The need and means for such education are increasingly well understood and supported.

After there is consensus to implement such a dimension, one of the best first actions is to designate a director or coordinator of an office of international services who will then be able to provide leadership. This director should attend conferences on international/intercultural education to learn about what other colleges are doing and to develop contacts with practitioners and providers. He or she should also become knowledgeable about existing international education consortia and make recommendations for appropriate membership for the college. The Futures Commission makes two suggestions that are specifically relevant to implementation:

We recommend that each community college coordinate—perhaps in a single office—its international activities. The goal should be to increase international awareness on campus and in the surrounding community, not only through general education curriculum, but also through lectures, business seminars, and, when appropriate, international exchanges.

We also suggest that foreign students be used as campus resources for information about language, culture, and religions of their own country so that their knowledge and perspective can enrich campus life.⁴⁸

Observations and Suggestions for Trustees and Administrators

In this section are helpful excerpts from the publications of educators and organizations which provide specific guidance regarding the international/intercultural dimension.

For example, in his article "Accrediting Bodies Must Require a Commitment to Diversity When Measuring a College's Quality," Stephen S. Weiner, executive director of the Western Association of Schools and Colleges, writes:

The accrediting commission's expectations regarding diversity affect virtually every aspect of campus life, and, therefore, each of our accrediting standards. For example, the commission's standard on institutional integrity now includes this statement: "The institution demonstrates its commitment to the increasingly significant educational role played by diversity of ethnic, social, and economic backgrounds among its members by making positive efforts to foster such diversity." This standard requires institutions to have equal opportunity and affirmative-action policies. . . .

First, we ask both institutions and our teams not to define the challenge of diversity—or its attainment—solely in terms of numbers of minority-group students or faculty, staff, or governing-board members. Having members of minority groups in each constituency of an institution, especially in leadership positions, is essential and a prerequisite for a meaningful dialogue about diversity. . . .

Second, we look for presidential and faculty leadership in affirming that "diversity" does not mean a narrow effort to benefit only members of minority groups, but a commitment of talent and resources to widen everyone's intellectual grasp and personal understanding. Diversity is not a "problem" to be solved so that colleges and universities can get on with "real business." . . . ⁴⁹

A significant study and publication is provided by the Coalition for the Advancement of Foreign Languages and International Studies (CAFLIS). It was established in 1987 as a two-year project "to study and discuss the state of international education in the United States. With 165 member organizations from all levels of education, the business community, state and local governments, language and exchange groups, and others, CAFLIS examined international education and its relation to our nation's ability to cooperate and to compete with the rest of the world in this and the next century."⁵⁰ The following excerpts are from its report, *A Plan of Action for International Competence: A Key to America's Future*:

RECOMMENDATIONS

Postsecondary education institutions should:

- Make international education an institutional priority. Institutions should establish international administrative and faculty committees to ensure that the mission and goal statement stresses the inherent value and importance of international education and to provide long-term planning and commitment and a much needed multidisciplinary focus to international programs.
- Provide institutional funding to support the international goals of the campus including curriculum development; multidisciplinary programs; model programs; experiences abroad for faculty, students and administrators; cross-national collaborative research projects; and other activities integral to the overall institutional program.⁵¹

From the National Task Force on Education and the World View (Council on Learning), comes the following recommendation, among many, in its "Statement and Recommendations on American Responsibilities as a Global Power and Appropriate Educational Directions":

To Trustees and College Administrations

1. The strength and success of enlarging global dimensions of the college experience will depend on the expressed commitment of the campus leadership. Administrative responsibility, with strong faculty attention to such matters, needs to be made highly visible. The Council's national survey of effective international programs and approaches confirms the necessity for such top-level commitment.

2. Academic administrations should not confine their activities purely to classroom learning. Ample opportunities exist to provide broader learning environments beyond the classrooms of American campuses. . . . Faculty competence in these nonclassroom areas of global learning should also be enhanced. . . .

3. Campus administrations must give clear commitment to faculty renewal and development in the various areas of international education. This should range from the use of institutional resources, to release time, to enhancement of experiential opportunities, including exchange programs and time abroad.⁵²

From the American Association of State Colleges and Universities comes the following guidelines, excerpted from many, in its publication "Incorporating an International Dimension in Colleges and Universities":

The president and governing board are committed to the internationalization of the campus and the curriculum.

Commitment means a deliberate and considered mandate and plan to incorporate an international dimension in the institution's programs and activities. This commitment is essential to the establishment of institutional priorities, the assignment of resources and personnel, and the evaluation of progress. . . .

Questions:

1. Has the governing board addressed international education in the institution's official mission or mandate?

2. Has the governance structure, including faculty and student representatives, examined the international mission of the institution in a systematic review of goals and priorities?

3. Does the president or chancellor exert leadership in encouraging international studies in the curriculum as well as through other strategies?

4. Have the president and the administrative staff communicated their commitment clearly to departments, faculty, and students through advocacy, negotiation, and leadership?

5. Does the administration specifically allocate resources to support international education activities (e.g., establishment of a central coordinating office for international education)?

6. Does the college leadership seek to develop opportunities for or provide increased interinstitutional cooperation to enable faculty and students to

participate in international programs that are not available on campus (e.g., consortia)?

7. Does the college leadership work together with other higher education institutions to promote international education on a statewide basis, particularly vis-a-vis the business community and the state legislature?

8. Does the college leadership take an active role in national associations that emphasize international cooperation?

9. Does the college leadership take both an advocacy and leadership role in supporting state and federal legislation pertaining to international education, international exchanges, and international development?

10. Do the members of the governing board and administration seek ways to involve themselves in international activities (e.g., take advantage of opportunities to enhance their own global awareness)? . . . ⁵³

Good advice is offered by Benjamin R. Wygal, former president of Florida Community College at Jacksonville, in his chapter, "Weathering the Heavy Seas of International Education":

Charting the course for international education development requires clarifying and establishing an appropriate priority for international education within the overall goals of an institution. This, in turn, requires the involvement of the president, his staff, and the board of trustees. Only through such a clarification and prioritization process can fragmentation be avoided and the number and diversity of projects be balanced appropriately. . . .

The college's governing board is extremely important to the initial development of the international education program. Its member policy makers, usually called *trustees* at community colleges, are those to whom the college is actually accountable. The constituency places its trust and confidence in the trustees to ensure that the purposes of the institution are fulfilled; the trustees, in turn, are accountable to the community. The acceptance of the idea of international education, as well as its placement within the institution's priorities by the board of trustees, cannot be achieved through a one-time sales pitch; support must be built carefully over a period of time. This requires that the purposes of international education as they relate to the college as a whole be continually studied, delineated, and verbalized. Program presentations at regular intervals at board meetings and in individual conferences and conversations are extremely important. The final success or accountability of the program will be expressed in terms of the degree to which the policies, budgets, and curriculums voted into action by the trustees support and promote international education. . . . ⁵⁴

Institutionalizing the Curriculum

Examples and suggestions for adding an international/intercultural dimension are growing in number and quality. Consider, for instance, the following excerpt from Jane Edwards and Humphrey R. Tonkin, "Internationalizing the Community College: Strategies for the Classroom," who wrote: "One goal, of course, must be authentic institutionalization, so that an international perspective becomes part of the fabric of the college, part of its tradition. Such institutionalization, if it is to be successful, must involve large numbers of people over a protracted period of time. These people must include administrators as well as faculty members, the campus officials concerned with the raising of outside money. Priorities and programs in higher education come and go, but the development of an international perspective in our students is an imperative that must remain and be strengthened if we are to cope successfully with the century ahead."⁵⁵

Practical considerations are provided by Richard K. Greenfield, executive director of the College Consortium for International Studies and editor of *Developing International Education Programs*:

For any community college or district to have a viable and effective international education program, regardless of affiliation with a consortium, it needs the following:

- A strong commitment by the president and key academic leaders and interested faculty
- A commitment from the board of trustees via a supportive policy statement
- Inclusion of international education in the mission-and-goals statement of the college
- A process for ongoing involvement of interested faculty and staff
- An adequate structure to administer or coordinate programs and resources with qualified, knowledgeable personnel. A full-time director of international education, or at least a faculty member with substantial released time, a clearly visible office, and clerical support, are absolutely necessary, as are funds for publicity, program development, and travel. This is true even if the college is part of a consortium and does not attempt to launch its own programs.
- A good public information system to keep the college and community aware of the program and its activities
- Participation by community advisory and support groups . . . ⁵⁶

PROGRESS: BY COLLEGES AND CONSORTIA

There are now hundreds of community colleges that provide examples of how to implement the international/intercultural dimension. Appropriately, and not surprisingly, each college's philosophy, policies, and implementation are unique because an international/intercultural dimension, by definition, needs to consider and combine resources and requirements special to each college.

Some colleges restrict international/intercultural studies mainly to the curriculum while others are active in the community, convening meetings and offering services to local businesses.⁵⁷ Some have many off-campus programs; others emphasize classroom instruction only. Some community colleges, for example, require that "each student matriculating for an Associate in Arts degree take at least six semester hours of international-intercultural studies within his or her general educational requirement of 37 semester hours. These studies are not structured as an overlay requirement. Students do not take additional courses; enrollments are redirected to already existing area requirements."⁵⁸ In contrast, some colleges favor infusing international/intercultural studies into existing, standard courses by creating units and modules which add a transcultural dimension.⁵⁹ For additional examples from other colleges, see Seymour Fersh, "Adding an International Dimension to the Community College: Examples and Implications."⁶⁰ See also *The Community College and International Education: A Report of Progress*, Volumes I, II and III.⁶¹

New achievements in international/intercultural education are being made and will be shared soon as a result of special grants becoming available. For example, the Beacon College Project, administered by AACJC, awards grants to community colleges to serve as "beacons" working with other institutions to implement some of the recommendations made by the Futures Commission. Funding for the \$1.7 million, five-year project is provided by the W.K. Kellogg Foundation. Each Beacon College may receive up to \$50,000 for a two-year grant. For the "Class of 1991," four of the seven grants were concerned with international/intercultural education: Kalamazoo Valley Community College, "Building Community for an Interdependent World

Among Michigan Community Colleges;" Metropolitan Community College, "Building a Community of Diverse Leadership—Metropolitan Community College's Clearinghouse for Exemplary Practices in Leadership Diversity;" Middlesex County College, "A Regional Orientation and Leadership Training Network for Language Minority Students at New Jersey Community Colleges;" and Rio Hondo College, "The Community of the Future in the Classroom of Today: Using Classroom Assessment for Pro-Diversity Strategies."

Another new opportunity for community colleges is the Asian Studies Institute, initiated in 1991 and expected to continue. The Institute is jointly sponsored by AACJC, the American Association of State Colleges and Universities, the University of Hawaii, and the East-West Center in Honolulu, which serves as the host institution. Seven community colleges participated in the first Institute: City College of San Francisco, Elgin Community College, Eastern Iowa Community College District, Kapiolani Community College, Lake Michigan College, Middlesex Community College (MA), St. Louis Community College, and Utah Valley Community College. Colleges were selected primarily for institutional commitment to the program's goal to infuse Asian studies into the curriculum. The study program in 1991 was from July 21-August 9.

Chancellor Tsunoda shares the following observations and suggestions for integrating an international/intercultural dimension:

. . . The "across-the-curriculum" approach has met with success and can be applied to international studies. In Hawaii's community colleges, for example, cross-curricular concepts, materials, and activities are woven into most disciplinary courses as common threads of learning, to wit, "writing across the curriculum," "computer literacy across the curriculum," "critical thinking across the curriculum," and "Asian-Pacific affairs across the curriculum." We consider foreign languages and international studies as part of the general education curriculum component, just as reading, writing, and computation are. So, there must be the development of international literacy at the grass-roots level, our students included, as well. . . .

There is another exciting prospect for community college involvement in international training: the intriguing concept of United States training for trade and economic development. U.S. technology and training expertise are being looked at as possible commodities for developing countries, with the community colleges being considered a major service provider. This could

work if community colleges shared their people-oriented philosophy with other countries in a spirit of partnership and genuine collaboration. . . .⁶²

We have not tried to report here on more individual colleges because the number is too large and the examples are too diverse. All of this is good news. The additional good news is that there is a generous spirit of sharing among community colleges, and reports of progress become known and accessible. For example, we share next references to our own college, Brevard Community College. We do so not because we believe that ours is "the model"; rather, we report on our experiences because many of them have been successful and may help others.

Brevard Community College is located in Brevard County, Florida, a dynamic community with a growing center of international activity. We began in the mid-1970s to integrate an international/intercultural dimension. In 1984, our board of trustees unanimously adopted a *Proclamation* which included the following "Resolutions" among others: "That international and intercultural awareness is a necessary component of an effective educational process, and that this objective is best achieved by a comprehensive, integrated approach to international education" and that "Brevard Community College has a responsibility to prepare students to live in a world of increasing cultural and economic interaction, in which the activities in other countries will continue to affect the daily lives of our citizens."⁶³

Brevard includes the community in its programs and services in reciprocal ways. For example, it received federal funding in 1986 for its proposal to "help the Brevard County business community increase its expertise in international trade." To achieve its purposes and objectives, Brevard entered into an agreement with the Cocoa Beach Area Chamber of Commerce, which has a membership of almost 1,000 persons representing business, professional, and individual enterprises. As part of the grant, Brevard developed and certified a new degree program in "International Business Management."

Brevard's perspective is to consider international/intercultural education as represented by a continuum on which specialized study also exists. For example, particular focus is given to specific aspects of the international/intercultural dimension: foreign languages, general education, international studies, and inter-

nationalizing the business curriculum. Overall, however, there is the cohesive and continuing intent to implement an integrating effort.

The president sets the general course upon which the college is embarked. In the college's most significant document, its catalog, the brief "President's Message" welcomes the students with these words: "Brevard Community College is your place to begin . . . to learn from and contribute to our growing, progressive institution, our community, and to our world." A few pages later, the following statement appears:

INTERNATIONAL/INTERCULTURAL EDUCATION

Brevard Community College recognizes the importance of providing an international/intercultural education. Confronted with issues that transcend national boundaries, today's students must have a better understanding and appreciation of other cultures, customs and political systems. The community college has a major responsibility to provide this facet of education to the increasing number of students for whom the community college provides their only college experience. BCC encourages and supports the development of a structured process for joining community and college involvement; study-abroad programs; internationalizing the college curriculum; service to international students; international programs for the community; and student, faculty and staff exchange development programs.⁶⁴

In addition to those policies and actions best initiated and implemented by the administration, there is other leadership from the faculty. The most successful example is our study abroad programs. They were first offered in the late 1960s by individual teachers who usually led abroad groups of eight to ten students. The program began to expand rapidly in 1977 when 95 students went abroad; the major reason for the expansion was that one faculty member was so stimulated by his own experience the year before that he organized Brevard's programs thereafter. He was the vitalizing force in a program that now sends more than 150 students and about 10 Brevard teachers and administrators overseas annually. The total enrollment in the study abroad program since 1967 is more than 2,000.

Each year Brevard enrolls about 200 foreign students from about 50 countries, and has provided during the past ten years about 150 professional, international short-term assignments for almost 100 of its faculty. In Brevard's approach, the cooperation of faculty is crucial because the college has not chosen to achieve its purposes by requiring specific content-centered courses. Rather, the college affects the

curriculum (especially in the non-social studies courses) by increasing the number of faculty members who have benefitted from meaningful transcultural study and experiences. Faculty development is, for us, directly related to curriculum development. In a substantial way, the faculty is the essence of the international/intercultural component of our general-education curriculum.

Consortium by Consortium

One of the best evidences that international/intercultural education has been endorsed and supported by our colleges is the steady growth of consortia among community colleges. There are now more than a dozen which are exclusively concerned with international education. Foremost in significance of membership number and leadership is the American Council on International/Intercultural Education (ACIIE); formerly known from its founding in 1975 until 1991 as the International/Intercultural Consortium of the American Association of Community and Junior Colleges. ACIIE represents a name change and it is now legally incorporated as a nonprofit entity independent of AACJC. Membership is open to qualifying institutions; the current number is about 100 U.S. community colleges and about 30 international institutions. ACIIE describes its purposes and services as follows:

ACIIE, as the international arm of the American Association of Community and Junior Colleges (AACJC), works to build and strengthen international support networks for member institutions. It shares its expertise and provides information on topics such as foreign student recruitment, multicultural relationships and cultural diversity, and funding opportunities for international educational activities. In doing so, ACIIE helps community colleges cultivate educational partnerships and participate in international and intercultural programs with organizations worldwide.

Benefits to Members:

ACIIE acts as a liaison to support the public policy agenda of AACJC as well as international/intercultural efforts of member colleges.

ACIIE apprises members of international activities, opportunities, trends, special events, funding sources, special publications and articles of interest.

ACIIE hosts fall and spring conferences for members, where new issues, practices and opportunities are shared and examined. Members receive discounts on ACIIE conferences.

ACIIE maintains a computerized legislative hotline on international education concerns.

ACIIE assists members in communicating with the diplomatic community, the World Bank, UNESCO, and other international organizations.

ACIIE provides opportunities for active involvement and networking for members through member participation on planning committees, teleconferences, call for papers, conferences, and advocacy activities.

ACIIE issues two subscriptions to the monthly ACIIE newsletter, two copies per year of the ACIIE membership list, and a 50% discount on mailing labels.⁶⁵

Membership in the ACIIE is basic. Not only does it provide essential representation and services, it also helps through its membership directory and conferences to identify those community colleges which are most successful and active. Being in touch with co-members is one of the best ways to learn from others and to advance one's own programs and activities.

Other community college consortia are organized by state (as in California, Florida, New Jersey, Illinois, Michigan, Minnesota, Texas, and others); some are organized by region (as in the northwest); some are organized with reference to partnerships with particular countries; and some are organized for special purposes, such as the College Consortium for International Studies which provides many opportunities for faculty seminars abroad and for student semester-study programs in more than twenty countries.⁶⁶ These consortia and others also provide additional services; almost all of them publish a newsletter, and many sponsor conferences open to all.

Also, for example, community colleges are members of consortia in higher education such as the National Association of Small Business International Trade Educators; its newsletter and annual conference are very helpful.⁶⁷ Numerous other kinds of organizations have arisen that provide a variety of educational experiences for community college students; consider, for example, The Partnership for Service Learning. It offers opportunities to participate in overseas projects for which the students receive academic credit.⁶⁸

As with our reference to Brevard Community College as an example, we also report next in some detail on a particular consortium with which we are most

familiar and knowledgeable: Community Colleges for International Development (CCID). While each consortium, like each college, is different, we believe that the experiences of CCID can contribute—again, not as "the model"—to a better understanding of how the international/intercultural dimension can be extended.

CCID is a consortium of 52 U.S. and Canadian community colleges which was started in 1976 with six members. Brevard Community College was a founding institution and has since provided administrative leadership and services. The initial purpose of the consortium was to provide mid-level manpower training and technical assistance in occupational, vocational, and technical education to developing nations. Two objectives have been added: to provide opportunities for international study, exchange, and professional development to students and faculty of U.S. community colleges and cooperating institutions abroad, and to provide leadership and services in the development of programs in international education in community colleges.⁶⁹

To achieve its objectives, CCID purposely started with a small institutional membership whose leaders were compatible and committed. The colleges were diverse in geographical location and educational specialties. CCID is incorporated as a non-profit consortium administered by a board of directors consisting of the president of each member college. In 1986, CCID created a new category of institutional relationship, which is designated as Affiliate. An Affiliate is both a cooperating institution and a user of CCID services but does not participate in the governance of CCID. This expansion of CCID membership was in recognition of the need for a larger reservoir of community colleges which were interested in and could respond to the increasing international development opportunities.

CCID's first agreements of cooperation were with the Republic of China in 1978 and with Suriname in 1979; these have continued. In the past six years, the consortium has signed bilateral agreements with the Technical University of Bucharest, the University of Budapest, the Czech Technical University in Prague, the Association of Colombian Universities, and the Supreme Council of Egyptian Universities. CCID provides technical assistance through many kinds of arrangements. Long-term (generally six months or longer) and short-cycle training programs

are available. These are jointly designed to be conducted in CCID colleges and overseas locations.

Reflecting, for example, on CCID's bilateral agreement with his country, the education minister of Suriname, in an Organization of American States conference there in 1982, said: "Beyond the benefits and values of the work which was completed and planned, the participants achieved additional results. We gained a clearer understanding of what was being done in each of the countries represented and increased our ability to work together, especially in improving our educational programs in technical/vocational training."⁷⁰

Looking ahead, we can now envision and develop technical assistance programs that mutually help the host country and the visiting consultants. For us at the national level, we benefit when the people of our country become better informed and contribute to worldwide economic development and stability. At the CCID level, we benefit by enabling our member colleges to participate in cooperative projects that enhance our own student, faculty, institutional, and community development. At the personal level, we benefit as individuals. In the words of Paulo Freire, Brazilian educator and writer, "The more I have a global vision, the better I am at my own specialty."⁷¹

LOOKING BACK, LOOKING FORWARD

Reflecting on the progress of international education in the community college, it is now difficult to believe that it is only during the past ten years or so that many community colleges have felt comfortable and confident about adding such a dimension. These changes, as we have suggested earlier, occurred because of changes in the world and changes in the ways in which community college leaders and others believe our colleges should relate to new conditions. At first, the involvement of community colleges in international education was mainly something that we did in response to requests and opportunities from abroad. Now, increasingly, we are appreciating the reciprocal benefits that come from such transcultural experiences and encounters.

In Chinese, the word "crisis" is written by combining the symbols for "danger" and "opportunity." The major motivation for increasing our international/intercultural dimension may have come from a sense of danger, but the crisis—properly conceived—is also full of opportunity. The progress of humanity can move in opposite—but not necessarily opposing—directions: toward a personal culture of greater individualized choice and toward a global society in which all of us serve, share, and benefit.

How each community college implements its international/intercultural dimension will depend on its own needs, purposes, procedures, and personnel. The community college system is so diversified that it is not possible or desirable to prescribe uniform techniques for achieving educational objectives. Much more important is an awareness of goals. How far and in what ways we continue are questions which will be better answered because of what we learn from those opportunities that help us transcend our cultural conditioning.

The International/Intercultural Dimension: A Welcome Imperative

Within a global society, all nations should provide examples of good neighborly behavior. From the United States must also come responsible leadership and a sharing of resources, human and material, because of our economic development and

commitment to human rights. Within our country, no institutions have more responsibility and opportunity to provide these examples than do our community colleges. We have demonstrated this kind of leadership for our own nation; we must now extend our sense of kinship to the global community. The sense of community need not be merely territorial; the origin of the word can inspire us anew: it comes from the Latin *communis*, which is composed of *com*, meaning "together," and *munis*, meaning "ready to be of service"—"ready to be of service together."⁷² The Futures Commission adds to this perspective when it "proposes that the theme 'Building Communities' must become the new rallying point for the community college in America. We define the term 'community' not only as a region to be served, but also as a climate to be created."⁷³

The question is no longer whether the community college should have an international/intercultural dimension—it must. The questions are: To what extent? In what ways? For what purposes? These questions can best be answered by each college; also, each college needs to re-examine the questions and answers continuously. This process is something our colleges do well because we are in constant communication with our communities. We must also be in constant communication with the international dimensions of our human community—a welcome imperative.

This increased involvement of our colleges in the world can occur in at least three major ways:

- (1) Through the international extension of the kinds of leadership and services which we have provided domestically—helping, among others, those in the world community who have not traditionally qualified for postsecondary education by sharing the kinds of educational know-how that we have pioneered at home.
- (2) By helping our citizens become better informed about the world we share, so that the United States can make commensurate contributions to the increased prosperity and stability of our global society.
- (3) By helping our students and ourselves become increasingly self-educating, culture-creating, and people-relating.⁷⁴

An additional perspective is provided by David Scanlon, director of international education at Cape Cod Community College, in his chapter "Lessons from the Past in Developing International Education in Community Colleges":

Today we see the convergence of three interest groups in the development and expansion of international education. First, there are the traditional supporters who, ever since Comenius, have believed that international education, that understanding other cultures and languages, would contribute to the elimination of war and would build world peace. Second, there are those who view international education as a pragmatic tool necessary for national security. This view developed in the post-World War II period. Finally, we now see international education as a prime prerequisite for international trade and for maintaining our standard of living.

As a result of these interests we can expect to see the expansion of international education on all levels of the educational ladder. However, the particular role of the community college in U.S. society suggests that it will play a crucial role in this development.⁷⁵

Anyone whose life is restricted only to knowledge of his or her country does not share in the legacy of humankind. For Americans, lack of this knowledge may be more than personal; it may be a loss for people in all parts of the world because we involve ourselves so much, through our government and commerce, in the lives of others.

American achievements and ideals have enriched the world. We have done much of which to be proud. So have others. But our wisdom and actions must now include an increased awareness of how we affect others and are affected in turn. A better understanding and recognition of the interrelatedness of the human family is now crucial.

What is urgently called for is an "adstructuring" of our perspectives—*ad* rather than *re*. We can benefit from the Hindu way of thinking that encourages one to add perspectives without substituting them for earlier ones. And this adstructuring need not be an "agonizing reappraisal" but a joyful one. We can be elated because our world is so rich in talents and resources. To add to our perspectives is not as difficult as it may seem at first. The ways in which we view the world, other people, and ourselves are, after all, the result of training and education, formal and informal. We humans are not born with perceptions; we create them.

The realization before us now is that international/intercultural education must be an integrated part of our colleges; without it what we call "education" is incomplete and insufficient for our contemporary and future needs. More than ever, the proper study of humankind is humans. What Comenius, over two hundred years ago, implored us to do has now become imperative, possible, and attractive:

We are all citizens of one world, we are all of one blood. To hate a man because he was born in another country, because he speaks a different language, or because he takes a different view on this subject or that, is a great folly. Desist, I implore you, for we are all equally human. . . . Let us have but one end in view, the welfare of humanity.⁷⁶

BECOMING AND KEEPING INFORMED: BASIC SOURCES AND RESOURCES

As with the growth of consortia, the number and diversity of sources and resources in international education have significantly increased in quantity and quality. They are also easily accessible to nurture and nourish the international/intercultural dimension.

A major resource for our colleges is AACJC. Reading its *Journal*, for example, will provide a steady supply of news items and articles about community college involvement in international education; see, in particular, specially focused issues in December/January, 1988-89, and August/September, 1990. AACJC also publishes many policy statements and booklets, a national newspaper (the *Community, Technical, and Junior College Times*), the *AACJC Letter* addressed to college presidents, and community college-related books.⁷⁷

AACJC itself continues to grow in membership and diversity: it has an all-time high enrollment of about 1,200 colleges, and has about 500 memberships from individuals, businesses, educational institutions, and international institutions. A recent constitutional change allows two-year colleges from other countries to be full institutional members. AACJC has also signed agreements with similar associations in Australia, Japan, Korea, New Zealand, the People's Republic of China, the Republic of China in Taiwan, and the United Kingdom.

Trustees can look to ACCT as a source of information about community college involvement in international education. In addition to special publications, such as this monograph, ACCT publishes a bimonthly newsletter, the *Advisor* (see "Special Section: Community Colleges Expand International Programs," September/October, 1991). ACCT also publishes the *Trustee Quarterly*, and offers sessions on international/intercultural education at its annual convention and many of its regional seminars.

The 5,000 governing board members that belong to ACCT through the membership of their board represent over 85% of the public community, technical, and junior colleges in the United States and many from other countries as well. Since its founding in 1972, ACCT has considered itself an "international" association and has

offered international boards the privilege of being full voting members. Interest has been especially strong from Canadian boards, and ACCT seminars and conventions have been held in Calgary, Ottawa, Toronto, and Vancouver. An international representative has been appointed to serve as a full member of the ACCT Board of Directors each year since 1979-80.

ACCT is reaching out in new ways to governing board members in other countries. Trustee study tours have been organized to Eastern Europe and the Baltic States. Staff members from ACCT and the Further Education Colleges of England and Wales have appeared on the program at each other's annual convention, and an exchange of trustees and governors is being developed. ACCT is seeking more involvement with trustees of colleges in Mexico.

The ERIC Clearinghouse for Junior Colleges: A Basic Source

The Eric Clearinghouse for Junior Colleges (ERIC/JC) provides a free, dependable supply of articles, essays, and bibliographies directly related to international/intercultural subjects. Also, for purchase, it publishes in association with Jossey-Bass, Inc., the *New Directions for Community Colleges*; two issues are on international education: "Advancing International Education" and "Developing International Education Programs." See, for example, the bibliographic essay, "International Education and the U.S. Community College: From Optional to Integral," which was published as an *ERIC Junior College Resource Review*, Spring 1983.⁷⁸

The acronym ERIC stands for Educational Resources Information Center, which was started in 1966, and has continued under the sponsorship of the United States Department of Education. ERIC is designed primarily to provide users with access to the English-language literature dealing with education. It makes this service possible through 15 to 20 individual clearinghouses. The services and products of the centers include: databases, abstract journals, microfiche, computer searches, on-line access document reproductions, analyses, syntheses, and others.

ERIC/JC provides publications on all aspects of two-year college education. They are available from the Clearinghouse in print or on microfiche. We can increase the availability of documents in our field by sending our own publications to its

Documents Coordinator who will consider them for inclusion in the ERIC database. In a dynamic field such as community colleges/international education, the services of the Clearinghouse are especially welcome because many useful publications are difficult to obtain since they are often specialized and produced for a limited distribution. Request having your name entered on ERIC/JC's free mailing list to keep informed of its publications and services.⁷⁹

Also, there is a steady and increasing flow of newsletters and other mailings from consortia and individual community colleges. See, for example, those from consortia such as the California Colleges for International Education, the Community Colleges for International Education, the Florida Collegiate Consortium for International/Intercultural Education, and the Northwest International Education Association; and from the community colleges of Bergen, Cuyahoga, and DuPage, among others.⁸⁰

Help from Additional Sources

The citations below are representative rather than definitive. They will, however, be sufficient to indicate the wide variety of available sources. From being in touch with these organizations, one will accumulate valuable help and learn, in an ongoing way, about additional kinds of sources. And so the process goes . . . and grows. Consider inquiring of the following organizations about their publications and services; many of them are also membership associations which hold annual conferences:

- ACCESS: Suite 605, 1730 M Street, N.W., Washington, DC 20036. Founded in 1985 as a "non-profit, non-advocacy information clearinghouse on international security and peace issues." Provides inquiry and speaker referral services through an "extensive computerized database of over 1,600 organizations and thousands of experts." Also publishes issue papers, directories, and special reports.
- AEGIS: 4 Stratton Place, Portland, ME 04101. Professional consortium of organizations, institutions, and projects committed to quality global education and international studies in U.S. elementary and secondary schools.
- American Council on Education: One Dupont Circle, Washington, DC 20036. Concerned with all institutions of higher education; issues publications and administers international education projects such as a current one involving new and revised programs in

foreign language instruction. See its 1992 publication, "Internationalizing the Undergraduate Curriculum: A Handbook for Campus Leaders."

- The American Forum: 45 John Street, Suite 908, New York, NY 10038. Nonprofit organization which provides valuable directories, newsletters, and other publications plus annual conference concerned with global education.
- Association for International Practical Training: 10400 Little Patuxent Parkway, Suite 250, Columbia, MD 21044-3510. AIPT is a non-profit organization "committed to improving international understanding through on-the-job practical training exchanges."
- Council for International Exchange of Scholars: 3400 International Drive, N.W., Suite M-500, Washington, DC 20008-3097. The Council administers the Fulbright Program involving over 100 countries.
- Council on International Educational Exchange: 205 E. 42nd Street, New York, NY 10017. Nonprofit organization of about 200 member colleges; publishes materials on independent study, faculty seminars, job opportunities abroad, and inexpensive international travel opportunities.
- Council on International and Public Affairs, Inc.: 777 United Nations Plaza, New York, NY 10017. Non-profit research, education, and publishing group especially concerned with economic and social justice, human rights, and the impact of technology on contemporary society.
- The Experiment in International Living: School for International Training, Kipling Road, P.O. Box 676, Brattleboro, VT 05302-0676. Nonprofit organization which has been a leader in international education and exchange since its founding in 1932. In addition to the School's degree programs, the Experiment offers short-term study abroad and on-campus programs of many kinds.
- Foreign Policy Association: 729 Seventh Avenue, New York, NY 10019. Nonprofit, nonpartisan educational organization that "strives to increase public awareness of and involvement in foreign policy issues . . . through publications, the annual "Great Decisions" discussion program, public events, and educational seminars and workshops for students and teachers."
- Global Business and Education Network: Coastline Community College, 11460 Warner Avenue, Fountain Valley, CA 92708-2597. GBEN is a "new on-line computer network available for access to business education and economic development organizations across the nation. GBEN contains the most current, useful information regarding international business." Also conducts nationwide conferences.

- Institute of International Education: 809 United Nations Plaza, New York, NY 10017. *Private nonprofit organization which administers exchange programs, mainly at the undergraduate and graduate levels; publishes guides to study abroad for students and adults.*
- Intercultural Press: P.O. Box 768, Yarmouth, ME 04096. Specializes in the "development and publication of intercultural materials including training materials, texts, fiction and non-fiction, audiovisuals with guide books, and teacher training materials."
- International Society for Intercultural Education, Training and Research: Suite 900, 733 15th Street, N.W., Washington, DC 20005. International membership organization which publishes scholarly materials and holds annual conferences internationally.
- NAFSA: Association of International Educators: 1875 Connecticut Avenue, N.W., Washington, DC 20009-5728. Nonprofit organization with more than 3,500 institutional members; publishes materials and provides services specifically related to foreign students at U.S. colleges and universities.
- National Center for Research on Cultural Diversity and Second Language Learning: 399 Kerr Hall, University of California, Santa Cruz, CA 95064. Among its publications is the Report Series "comprised of technical research reports and educational practice reports."
- National Endowment for the Humanities: 1100 Pennsylvania Avenue, N.W., Washington, DC 20506. Government grants to individuals and institutions; new grant to AACJC for 1992 project to improve the teaching of foreign languages.
- National Foreign Language Center: Johns Hopkins University, Fourth Floor, 1619 Massachusetts Avenue, N.W., Washington, DC 20036. Publications concerned especially with foreign language study; see its 1989 director's report, "NFLC Benchmarks."
- Partners of the Americas: 1424 K Street, N.W., Washington, DC 20005. Nonprofit organization concerned with implementing and enhancing partnership projects between geographical areas in North, Central, and South America.
- Sister Cities International: 120 South Payne Street, Alexandria, VA 22314. Nonprofit organization concerned with implementing and enhancing partnerships between U.S. cities and cities worldwide.
- Social Studies School Service: Mail-order distributor that represents a large and diverse number of producers of educational materials: books, charts, posters, filmstrips, computer software, video cassettes, simulation games, atlases, maps, and globes. Request catalog from SSSS, 10200 Jefferson Blvd., P.O. Box 902, Culver City, CA 90232-0802.

- Society Taking Active Responsibility for International Self Help, Inc.: 14 West First Street, Dayton, OH 45402. STARFISH recruits professional volunteers interested in international development; works closely with Sinclair Community College and publishes newsletter.
- United Nations Department of Public Information: United Nations Plaza, New York, NY 10017. Request copy of *Information Services and Embassies in the U.S. Members of the U.N.* roster from which are available materials and other services. Also from this source, information about the structure and activities of the U.N. and its specialized agencies.
- United States Agency for International Development: 320 - 21st Street, N.W., Washington, DC 20523-0056. Established in 1991 a new Agency Center for University Cooperation which "will strengthen the ability of colleges and universities to carry out their own plans for international development." Matching grants are awarded.
- United States Department of Education: Center for International Education, 400 Maryland Avenue, S.W., ROB #3, Washington, DC 20202-5332. Provides information and applications for grants (of which there are many) from the federal government.
- United States Information Agency: 301 Fourth Street, N.W., Washington, DC 20547. Useful publications, including occasional directories, and information about specific services and programs for community colleges. Also inquire about its Fulbright Teacher Exchange Program from its office at 600 Maryland Avenue, S.W., Room 142, Washington, DC 20024.
- United States Institute of Peace: Suite 700, 1550 M Street, N.W., Washington, DC 20005. An independent institution established by Congress to promote research, education, and training in the fields of international peace and conflict resolution. Provides grants to individuals and institutions.
- World Bank: Development Education Program, Washington, DC 20433. The World Bank is an international institution owned by more than 150 member countries. Founded in 1945, the "Bank has as its primary purpose to help its developing member countries improve the living conditions of its people." From the Bank is available a *Catalog of Educational Materials* which include books, poster kits, videocassettes, and learning kits.
- Youth for Understanding: 3501 Newark Street, N.W., Washington, DC 20016. Nonprofit organization which facilitates international exchanges among students; now includes community colleges as well as secondary schools.

Help from Basic Resources

In addition to sources which provide continuing services, there are particular kinds of resources (specific publications and other materials) which are increasingly available and valuable for implementing the international/intercultural dimension. Consider examining and obtaining the following:

- *Background Notes Series*. Pamphlets about all countries having diplomatic relations with the U.S., with reference to their people, land, history, foreign relations, etc. from Superintendent of Documents: U.S. Government Printing Office, Washington, DC 20402. Request free catalog for reference also to the *Country Studies* series, the *Pocket Guides* to selected countries, and the *World Factbook*. Also consider ordering "Foreign Consular Offices in the United States" to get in touch with sources from which are available materials and sometimes films and speakers.
- *Culturgrams*. Leaflets, country by country, with special reference to culture and customs. From Brigham Young University, Kennedy Center for International Studies, Publications Services, 280 HRCB, Provo, UT 84602. Request its catalog of other publications including those creatively written and edited by V. Lynn Tyler.
- *Guide to International Education in the U.S.*, 1991, edited by David S. Hoopes and Kathleen R. Hoopes. From Gale Research, 835 Penobscot Building, Detroit, MI 48226-4094. Contains nearly 3,800 descriptive listings which include information on programs and resources for area studies, educational exchange, foreign language instruction, foreign students, international education, and educational travel abroad. Concerned with education from elementary school to postgraduate education. Basic reference.
- *Independent Broadcasting Associates, Inc.*: 111 King Street, Littleton, MA 01460-1527. Request its catalog of cassettes and curriculum guides which include "The World of Islam," "Passages to India," "Women and Development," "Development and Environment," and the "IBA History Series."
- *The International Educator*. Newspaper published five times a year; concerned especially with "over 750 English-speaking schools around the world" and with "developing a global awareness and gaining new ideas for teaching." From TIE, P.O. Box 103, W. Bridgewater, MA 02379.
- *International Exchange Locator*. Published by the Liaison Group for International Educational Exchange, it includes information on over 90 educational exchange

organizations; 21 agencies of the federal government responsible for international exchanges; and identification of relevant congressional committees. The publication is available for \$25 plus \$3 for handling from the Institute of International Education Books, 809 United Nations Plaza, New York, NY 10017-3580.

- *Multicultural Review*. Published quarterly by GP Subscription Publications, an imprint of Greenwood Publishing Group, Inc., 88 Post Road, W., P.O. Box 5007, Westport, CT 06881-5007. A new publication "dedicated to a better understanding of ethnic, racial, and religious diversity," and "intended to provide reviews of multicultural materials and information on the subject of multiculturalism."
- *Multicultural Studies on Video*. From Films for the Humanities and Sciences, P.O. Box 2053, Princeton, NJ 08543-2053. Hundreds of videos concerned with cultures worldwide as well as "Contemporary Issues" and "The Multicultural Workplace." See also its *Literature and Drama on Video*.
- *Transitions Abroad*. Magazine published six times a year, as an "independent resource guide to living, learning, employments, and educational travel abroad." From TA, 18 Hulst Road, Box 344, Amherst, MA 01004.
- *World Eagle*. Monthly publication containing "up-to-date maps, facts, and charts." From WE, 64 Washburn Avenue, Wellesley, MA 02181.

For additional media sources and resources, consult the comprehensive and authoritative catalogs published by the R.R. Bowker Company, 121 Chanlon Road, New Providence, NJ 07974. Its *Bowker Complete Video Directory* identifies over 75,000 videos, and its *On Cassette* has annotated listings for over 44,500 spoken-word audiocassettes. Bowker's *Educational Film-Video Locator* indexes some 52,000 videos and films which are available from 46 consortia media centers for which contact information and lending terms are included. See also Bowker's *Literary Market Place*, which lists over 13,700 book-related services from "people who publish, package, review, represent, edit, translate, typeset, illustrate, design, print, bind, promote, publicize, ship, distribute, and export books." Bowker also publishes a complementary volume, *International Literary Market Place*, which profiles more than 13,000 book-related companies and organizations in 160 countries worldwide.

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78. ERIC Clearinghouse for Junior Colleges, University of California, Los Angeles, 8111 Math Sciences Building, Los Angeles, CA 90024.
79. *Loc. cit.*
80. California Colleges for International Education, c/o Institute for International Programs, Los Angeles Community College District, 855 N. Vermont Avenue, Los Angeles, CA 90029; Community Colleges for International Development, *op. cit.*; Florida Collegiate Consortium, c/o Newsletter Editor, Director of Curriculum Development, Seminole Community College, 100 Weldon Blvd., Sanford, FL 32773-6199; and Northwest International Education Association, c/o Highline Community College, P.O. Box 98000, Des Moines, WA 98198-9800. Individual colleges: Bergen Community College, 400 Paramus Road, Paramus, NJ 07652-1595; Cuyahoga Community College, 2900 Community College Avenue, Cleveland, OH 44115; and the College of DuPage, 22nd Street and Lambert Road, Glen Ellyn, IL 60137-6599.